

## CURRICULUM VITAE

- I. (a) Full Name Peter Adewale Amosun  
(a) Department: Arts & Social Sciences Education  
(b) Date and Place of Birth: 30 July, 1965, Isundunrin  
(c) Local Government Area Ejigbo  
(d) State of Origin Osun  
(e) Faculty: Education
- II. (a) First Academic Appointment: Assistant Lecturer, ( 5 October, 1999)  
(b) Present Post (with date): Professor (1 October, 2016)  
(c) Date of Last Promotion: (1 October, 2016)  
(d) Date last considered (in case where promotion was not through):  
Not Applicable
- III. University Education (with dates)  
(1) University of Ibadan, Ibadan - 1989-1994  
(2) University of Ibadan, Ibadan - 1995-1997  
(3) University of Ibadan, Ibadan - 1997-2002
- IV. Academic Qualifications (with dates and granting bodies)  
(a) B.Ed. (Hons) University of Ibadan, Ibadan - 1994  
(2) M.Ed. University of Ibadan, Ibadan - 1997  
(3) Ph.D. University of Ibadan, Ibadan - 2002
- V. Professional Qualifications and Diplomas (with dates):  
(a) B.Ed (Hons) - 1994
- VI. Scholarships, Fellowships and Prizes (with dates)  
in respect of Undergraduate and Postgraduate work only: Nil
- VII. Honours, Distinctions and Membership of Learned Societies  
1. Social Studies Association of Nigeria  
2. Ibadan University Social and Behavioural Research Group  
3. Association of Nigerian Geographers  
4. Teachers Registration Council of Nigeria  
5. National Council for the Social Studies  
6. National Council for Geographic Education

### VIII. Details of Teaching/Work Experience

(a)	Class Teacher	September, 1995	- July, 1999
(b)	Assistant Lecturer	5 October, 1999	- 22 December, 2002
(c)	Lecturer II	22 December, 2002	- 30 September, 2006
(d)	Lecturer I	1 October, 2006	- 30 September, 2009
(e)	Senior Lecturer	1 October, 2009	- 30 September, 2013
(f)	Reader	1 October, 2013	- 30 September, 2016
(g)	Professor	1 October, 2016	till date

### **Teaching Load**

Below is the list of undergraduate and postgraduate courses which I have been teaching singly or with others since 1999/2000 academic year.

#### **a Undergraduate**

TEE 141	-	Social Studies Methods I
TEE 229	-	Geography Methods I
TEE 329	-	Geography Methods II

#### **b Higher Degree Level**

##### **Postgraduate Diploma Courses**

TED 727	-	Geography Methods
IED 717	-	Geography Methods

##### **M.Ed Courses**

TEE 741	-	Introduction to Social Studies
TEE 742	-	Foundations of Social Studies
TEE 743	-	The Structure and Organisation in the Social Studies Instruction

##### **Ph.D. Courses**

TEE 837	-	Evaluation in Social Studies
TEE 838	-	Independent Study

#### **c Postgraduate Supervision**

(i)	Numbers of M.Ed projects supervised as at 30 July, 2016	-	35
(ii)	Ph.D. Theses supervised as at 31st July, 2019	-	6

## IX Research

### a. **Completed**

The following research works were designed and executed by me and in collaboration with some of my colleagues and students:

1. Secondary school students' knowledge, attitude and practices towards environmental sanitation in three local governments of Osun State.
2. Effect of one cooperative pattern on students' performance in Geography.
3. Internet Crime among Secondary and tertiary students in Nigeria.
4. Youths' perception of the influence of leadership values on governance in Nigeria
5. Secondary School Students' Knowledge of and Attitude to Climate Change Issues in Ibadan.
6. Effect of an Environmental Education Intervention Programme on Rural Women's Environmental Knowledge.
7. Developing and Validating Political Education Curriculum for Senior Secondary Schools in Nigeria.
8. Information Communication Technology's Knowledge and Attitude of Pre-service Social Studies Teachers in South-West, Nigeria.
9. Secondary School Teachers' Opinion on Petroleum Subsidy Removal and its Impact on their Economic Power: Implication for Curriculum Implementation.
10. Effects of Two Modes of Active Learning Strategies on School Age Children's Civic Competence in Leadership Value Concepts in Social Studies and Civic Education
11. Impact of a Participatory Cybercrime Prevention Programme on Secondary School Students' Attainment in Crime Prevention Concepts in Civic Education and Social Studies.
12. Perception of Social Studies Teachers on Home Factors Contributing to Violent Behavior among Teenagers in Osun State.

**b. In Progress**

**1. An investigation into the problems inhibiting geography curriculum delivery in some selected secondary schools in Western Nigeria.**

Geography curriculum implementation seems to be facing some challenges as revealed by yearly results of examination bodies. To this end a valid and reliable instrument has been developed from the data gathered so far, and is being given to my project students year after year to cover different local government areas and states of Nigeria. Data collected so far have been analysed and discussed in projects. We hope to establish the state of the curriculum, its operations, problems and prospects. This will be published later both in local and international journals. The instruments are currently being reviewed and revised to accommodate various changes which have taken place in recent times especially in the areas of emerging issues such as climate change and climate change education and also new text books. Again, a broader study on evaluation of geography teaching and learning to cover the six geo-political zones is being proposed. I hope to get my Ph.D students involved and also seek grant for the study.

**2. Knowledge, attitudes and practices about climate change among students, teachers and public in Nigeria.**

There seems to be a new trend of discourse both in social studies education, geography education, geography science, and geography social science. I have, in conjunction with my undergraduate and postgraduate students, developed some instruments which were validated and used on students, teachers and public in Oyo State. We hope to cover many States in Nigeria in order to be able to provide adequate empirical evidence. We have completed some base line studies. We have also covered some states in the South West of Nigeria. The next stage is the intervention programmes. In fact we have just concluded a study on the efficacy of Mentoring and Field Study strategies on students' knowledge, attitude and practices. Other intervention programmes are being prepared to enhance students' learning outcomes.

**3. Enhancing Students' knowledge of, attitude to and practice of peace education**

The world over is going through a turbulent time. Conflict is however not limited to outside world. It is being experienced daily in the four walls of educational institutions. To build a world of peace, education and educating the young is a prerequisite. I have in conjunction with my postgraduate students constructed and validated instruments which we have used over time to conduct baseline studies. Based on this, we have identified some variables that are germane to peace and peace education. We have also started to introduce some intervention measures which could

help to develop vital social and life skills which would also help students and teachers have basic knowledge, right attitudes and practices to peace education concepts in Social Studies.

**c. Project, Dissertation and Thesis**

Amosun, P.A. (1997) An assessment of teachers preparedness to teach environmental education in Ibadan, Oyo State. Unpublished M.Ed. Project University of Ibadan, Ibadan.1997. 79 pages.

Amosun P.A. (2002) Three Models of Group Learning Strategies, mathematical ability and gender as determinants of secondary school students' learning outcomes in mapwork. Unpublished Ph.D. Thesis, Department of Teacher Education, University of Ibadan, Ibadan, Nigeria, 218 pages.

## X. Publications

a. **Books Already Published:** Nil

### b. **Chapters in Books Already Published**

1. Mansaray, A. and **Amosun, P.A.** (2002). Curriculum Innovation in Nigeria and the Challenge of Globalisation. In Mansaray, A and Osokoya I.O, (Eds.) *Curriculum Development at the turn of the century. The Nigerian experience*, Ibadan: Department of Teacher Education. 1-14pp. ISBN 978-31062-7-9 (Nigeria) (Contribution: 35%).
2. Amosun, P.A. (2004). Social Studies Methods. In Ogundare, S.F and Akinbote, R.O (Eds.) *Concept and Topical Issues in Social Studies*. Ondo: Novec' Kol Publishers. 22-42pp. ISBN 978-37335-3-2 (Nigeria).
3. Ajiboye, S; Adu, S and Amosun, W (2005) Introduction to Social Studies: A Basic Text for Tertiary Institution Students. Educational Research and Study Group: Ibadan
4. **Amosun, P.A** and Fabode, S.O. (2013). Effective and Creative Teaching of Social Studies in Secondary Schools. In Araromi, M.A., Moronkola, O.A. and Ademokoya, J.A. (Eds.) *Teaching and Evaluation in Regular and Special Secondary Schools*. Ibadan: Royal People (Nigeria) Ltd. 329 – 345pp. ISBN 978-32296-4-8 (Nigeria)
5. Amosun, P.A. (2016). Building Team Spirit and Confidence in Students through Group Learning . In Akinwumi, F.S and Olaniyan, D.A. (Eds.). *Global Perspectives in Education*. Ibadan: Department of Educational Management, University of Ibadan. 409-427pp. ISBN 978-52551-4-0. (Nigeria)
6. Amosun, P.A. and **Ayo-Vaughan, A.F.** (2017): Effects of case and puzzle based learning on students' achievement in and attitude to leadership value concepts in social studies and civic education. In Clement O.O. Kolawole., Rufus O. Akinbote., Temisan A. Ige., Gloria O. Adedaja and Ayotola S. Aremu (Eds.) *Advancing education through technology: a book of readings*. Ibadan: Faculty of Education, University of Ibadan, pp 677-696.
7. Daramola, C.O. and **Amosun, P.A** (2017) The Astute Role of Religion as a Tool for Sustainable National Development through Social Studies Education in Nigeria. In Fakeye,D.O et al (Eds) *Further Thoughts on Language and Curriculum Nexus for Sustainable Development in Nigeria. A Festschrift in Honour of Professor C.O.O.Kolawole*. Ibadan:Malijoe Soft Print, pp 408-419.

### c. **Articles that have already appeared in refereed conference proceedings**

8. Oderinde, F.O. and **Amosun, P.A.** (2009). Climate Change and the Environment: the Need for Environmental Education. Proceedings of the Nigerian Meteorological Society International Conference on Climate Change and Sustainable Development. Lagos: 43-47pp. (Nigeria).

9. Aderinwale, A.O. and **Amosun, P.A.** (2012). Secondary School Students' Knowledge of and Attitude to Climate Change Issues in Ibadan. In Odjugo, P.A.O., Asikhia, M.O. and Ikelegbe, O.O. (Eds.). *Climate Change and Variability: Saving Our Tomorrow Today: Proceedings of the Nigerian Meteorological Society Annual Conference*. Lagos: 208 – 210pp. (Nigeria)
  10. **Amosun, P.A.** and Ige, O.A (2014). The Nigeria Action Cyber Crime Prevention Programme. In Chova, L.G., Martinez, A.L and Torres, I.C. (Eds.). *Proceedings of the 8<sup>th</sup> International Technology, Education and Development Conference*. Valencia, Spain: IATED Academy. 4694-4701pp. (Spain)
  11. **Amosun, P.A.** and Olagbaju, O. (2015). Effect of an Environmental Education Intervention Programme on Rural Women's Environmental Knowledge. In Chova, L.G., Martinez, A.L and Torres, I.C. (Eds.). *Proceedings of the 9th International Technology, Education and Development Conference*. Madrid, Spain: IATED Academy. 7621-7629pp (Spain)
- d. **Patents - Nil**
- e. **Articles that have already appeared in Learned Journals:**
12. Amosun, P.A. (1999). An Assessment of Teachers' Preparedness to Teach Environmental Education in Ibadan, Oyo State. *African Journal of Educational Research* Vol 5.2 : 54-64 (Nigeria).
  13. Amosun, P.A. (1999). Effect of one cooperative Pattern on Students' Performance in Geography. *Studies in Education* Vol. 3. No. 1&2: 103-112. (Nigeria).
  14. **Amosun, P.A.** and Morakinyo, D.A. (2002). An Appraisal of Practical Work in Geography in some Secondary Schools in Ibadan. *Nigerian Journal of Emotional Psychology and Sort Ethics*. Vol. 4: 72-76.
  15. Falade, D.A. and **Amosun, P.A.** (2002). Government Patronage of Religions: A Source of Ethnic Conflict in Nigeria. *Nigerian Journal of Social Studies*, Vol. 6, No. 1&2. 83-92 (Nigeria)
  16. Amosun, P.A. (2002). Performance in Senior Secondary School Geography Examination in Nigeria (1991 - 2000). *African Journal of Educational Planning and Policy Studies*, Vol. 3, No. 2: 235-243. (Nigeria).
  17. **Amosun, P. A.** and Ojo, G. T. (2007). Girl-child Education: A Proactive Measure Against the Spread of HIV/AIDS. *Educational Thought* Vol. 6. No. 2: 97- 105. (Nigeria)
  18. **Amosun, P. A.** and Oyerinde, S. A. (2007). Secondary School Students' Knowledge, Attitude and Practices towards Environmental Sanitation in Three Local Governments of Osun State. *Journal of Applied Education and Vocational Research* Vol. 2. No 3: 329-340. (Journal now in Vol. 6. See paper No. 18) (Nigeria)
  19. **Amosun, P.A.** and Odebode, I. O. (2007). The Use of Internet Facilities among Senior Secondary School Students in Oyo and Ogun States, Nigeria. *Nigerian Journal of Computer Literacy* Vol. 8. No 1: 77 -88. (Nigeria)

20. **Amosun, P. A.** and Oderinde, F. O. (2008). Performance and Attitude of Male and Female Students in Physical Geography in Urban and Rural Schools of Ogun State, Nigeria. *African Journal for the Study of Educational Issues* Vol. 4. No 3: 70- 74. (Gambia).
21. **Amosun, P. A.** and Ojo, G. T. (2008). Grassroots Democratic Structure and Manifestation of Right Political Values: Panacea for Political Stability in Africa. *Journal of Issues in African Development* Vol. 1. No 1: 157- 167. (Nigeria)
22. Amosun, P. A. (2009). What Does Geography Teach and What do Students Learn? *Journal of Applied Education and Vocational Research* Vol. 6. No 2: 172- 182 (Nigeria).
23. **Amosun, P.A.** and Ige, O.A. (2009). Internet Crime: A New Breed of Crime among in-school Aged Children in Nigeria. *The African Symposium: Journal of the African Educational Research Network* Vol.9. No 2: 90-98, (U.S.A.)
24. **Amosun, P.A.** and Oyakhire, L.I. (2009). Effects of Graffiti Cooperative Learning Strategy (GCLS) and Group Investigation (GI) on Social Studies Achievement in Junior Secondary Schools in Ibadan. *Ibadan Journal of Educational Studies* Vol 6. Nos 1&2: 1-12 (Nigeria)
25. **Amosun, P. A.,** Ige, O. A. and Adepoju O. M. (2010). Perception of Incidences of Internet Crimes among Tertiary Institution Students' in South-West, Nigeria. *Journal of Education and Policy Review* Vol. 2: 76-86. (Nigeria)
26. **Amosun, P. A.,** Ige, O. A. and Ajala, O. A. (2010). A Study of Some Causative Factors of Substance Abuse among Selected Secondary School Students in Ibadan, Nigeria. *The African Symposium: Journal of the African Educational Research Network* Vol. 10. No 2: 4-10. (U.S.A.)
27. Amosun, P. A. (2010). Teaching and Learning Geographic Concepts in Nigerian Primary Schools. *African Journal of Educational Issues* Vol. 5. No 1: 22-25. (Ghana)
28. **Amosun, P. A.,** Oyekanmi, O. O. and Ige, O. A. (2010). ICT and Effective Learning: Information and Communication Technology Versus Other Instructional Technology Materials and Conventional Method in Teaching Social Studies. *Journal of Sociology and Education in Africa* Vol. 9. No. 2: 117- 128. (Uganda)
29. **Amosun P.A.** and Falade, D.A. (2010). Integrating HIV/AIDS Concepts into Informal Civic Education Programme in Africa: A Participatory Approach. *African Journal for Contemporary Issues in Education* Vol. 5. No. 2: 107 – 110. (Ghana)
30. **Amosun, P.A.** and Ayo – Vaughan, A.F. (2011). The Prevailing State of Leadership Values in Nigeria and Its Influence on Undergraduates' Perception of Governance. *African Journal of Educational Research* Vol 15. 1&2: 13-19. (Nigeria).
31. **Amosun, P.A.,** Faseesin, E.O and Awoyele, A. K. (2011). An Appraisal of the Activities of the United Nations Education, Scientific and Cultural Organization (UNESCO) in the Development of Education in Nigeria. *Educational Perspectives*. Special Edition: 117 –



128. (Nigeria).

32. **Amosun, P.A.** and Akomolafe, H.O. (2011). Teachers' Attitude to Sexuality Education in Schools in Ekiti State. *West African Journal of Education* Vol. XXXI: 91 – 97. (Nigeria)
33. Ige, O.A., **Amosun, P.A.** and Ogunleye, K.A (2012). The Attitude of Teachers to National Economic Empowerment and Development Strategy (NEEDS) in Selected Secondary Schools in Oyo State: Implications for Nation Building through Civics education. *Nigerian Journal of Social Studies* Vol. XV. (3): 69-79.
34. **Amosun, P.A.**, Ayo-Vaughan, A.F. and Ojelade, S.O. (2012). Residents' Perception of the Goal Accomplishment and Continuity of the National Youth Service Corps' Scheme. *African Journal of Historical Sciences in Education* Vol 8. 2: 148 -157. (Nigeria).
35. **Amosun, P. A.** and Ayo - Vaughan, A. F. (2012). Constituents of Good Governance and the Influence of Its Absence on Undergraduates' Perception of Governance in Nigeria. *Journal of Pedagogical Thought* Vol. 8. 31- 39. (Tanzania)
36. Amosun, P.A. (2012). Effects of Three Group Learning Strategies on Students' achievement in mapwork. *International Journal of Applied Psychology and Human Performance* Vol. 7: 1582 – 1592. (Ghana).
37. **Amosun, P.A** and Shittu-Gbeko, F.A. (2012). Assessment of MDGs Project and Social Studies Primary Teachers' Re-training Programme in Oke-Ogun, Oyo State. *Ife Journal of Theory and Research in Education* Vol.14. No 2: 26-37. (Nigeria)
38. **Amosun, P.A.**, Ojelade, S.O. and Ayo-Vaughan, A.F. (April, 2013). Community Development Projects and Goal Accomplishment of the Youth Corps Scheme: A Case for National Unity. *Nigerian Journal of Social Studies* Vol XVI. (1): 154 – 169. (Nigeria)
39. **Amosun, P.A.**, Olayemi, A.A, and Oderinde, F.O. (2014). Analyses of Public Knowledge and Attitude to Climate Change Issues in Ibadan. *African Journal of Educational Management* Vol. 16. No. 2: 33-44. (Nigeria)
40. Babalola, S.O., **Amosun, P. A.** and Kolawole, C.O.O. (2014). Developing and Validating Political Education Curriculum for Senior Secondary Schools in Nigeria. *African Journal of Educational Research* Vol. 18: 1-10. (Nigeria)
41. **Amosun, P.A.**, Ayo-Vaughan, A.F., Babalola S.O., and Eketunde, O. (2015). Political Development in Nigeria at Hundred: A Case of Fuel Subsidy Removal and a Rural Populace Perception of Governance. *Nigerian Journal of Social Studies* Vol. XVIII. No. 1: 135 – 149. (Nigeria)
42. **Amosun, P. A.**; Ayo-Vaughan, A. F. and Omoko, E. (2015). Secondary School Teachers' Opinion on Petroleum Subsidy Removal and its Impact on their Economic Power: Implication for Curriculum Implementation. *Niger Delta Journal of Education*. Vol 6 Nos 1 & 2: 95-103 (Nigeria)

43. **Amosun, P. A.**, Falade, D. A. and Falade, M. (2015). Information Communication Technology's Knowledge and Attitude of Pre-service Social Studies Teachers in South-West, Nigeria. *African Educational Research Journal* Volume 3. Issue 1: 25-32. (Nigeria)
44. Amosun, P.A. (2015). Effects of Group Learning Strategies on Secondary School Students' Attitudes to Geography. *Journal of Education and Leadership Development*. Vol. 7. No. 1: 21-38. (Nigeria).
45. **Amosun, P.A** & Odebiyi, O.M. (2015). Primary School Pupils' Knowledge and Perception of Climate Change. *Ibadan Journal of Educational Studies* Vol. 12. No. 2: 258-268. (Nigeria)
46. **Amosun, P.A.**,Ige, O.A, and Choo, K.K. R. (2015). Impact Of A Participatory Cybercrime Prevention Programme on Secondary School Students' Attainment In Crime Prevention Concepts In Civic Education And Social Studies. *Education and Information Technologies* Vol. 20. Issue 3: 505-518. (USA)
47. **Amosun, P. A.** and Ojelabi, O. I. (2015). Profile of Students Demand for International Passport and Aspiration to Travel Abroad. *Ife Journal of Theory and Research in Education* Vol.16. Nos 1&2: 36-43 (Nigeria)
48. Salako E.T and **Amosun, P.A.**(2015) Group Dynamic Concepts in Social Studies as Correlates of Moral Values and National Unity in Nigeria. *International Education Research* Volume 3, Issue 1, 38-52
49. Amosun, P.A. (2016). Why Nigerian Geography Teachers Scarcely and Scantly Teach Map Reading and Why Students are Scared of It. *African Educational Research Journal* Vol. 4. Issue 2: 42-48
50. Amosun, P.A. (2016). Group Learning, Gender, Mathematical Ability and Students' Mapwork Skills. *IFE Psychologia* Vol. 24 Issue 1: 12-21. (Nigeria)
51. Ayo-Vaughan, A.F & **Amosun, P.A.** (2016). Effects of Two Modes of Active Learning Strategies on School Age Children's Civic Competence in Leadership Value Concepts in Social Studies and Civic Education. *Journal of Educational and Social Research* Vol. 6. No. 2: 213-223. (Italy)
52. Ayo-Vaughan, A.F. and **Amosun, P.A.** (2016). Family Structure and School Age Children's Achievement in and Attitude to Leadership Value Concepts in Social Studies and Civic Education. *World Journal of Education* Vol. 6, No. 2:92-100. (Canada)
53. Amosun, P.A. (2016). Effects of Gender on Pre-service Social Studies Teachers' ICT Learning Outcomes in South Western Nigeria. *African Journal of Educational Management* Vol. 17. No 1: 227-239. (Nigeria)
54. Adeyemi, B.A and **Amosun, P. A.** (2016). Perception of Social Studies Teachers on Home Factors Contributing to Violent Behavior among Teenagers in Osun State, Nigeria. *International Journal of Social Science Studies* Vol. 4. No. 5: 38-49. (USA)

55. Amosun, P.A. (2016) Making Secondary School Geography come Alive in Nigeria: A case for Fieldwork. *African Research Review Vol.10(2)*. 236-253. (Ethiopia).
56. Ayo-Vaughan, A.F. and **Amosun, P. A.** (2016): Family structure and school-age children's civic competence in leadership value concepts. *International Journal of Humanities Education*. 14:4.19-27.
57. Ajiboye, J.O., **Amosun P.A.**, Ajitoni, S.O and Gbadamosi, T.V. (2018). Teaching Social Studies for Relevance, Development and Sustainable Democracy in Nigeria in the 21<sup>st</sup> Century: The Challenges and Prospect. *International Journal of Arts and Social Sciences Education*. Vol. 1 &2. Nos 1 &2 pp 10-19

**f. Books, Chapters in Books and Articles Already Accepted for Publication: Nil**

**g. Technical Reports and Monograph: Nil**

## **RESEARCH FOCUS**

My research focus centres on Geography, Social Studies and Civic Education. The specific areas of research interest have been generally on emerging issues on Geography Education and geographical values as well as Character, Moral and Value Education in Social Studies and Civic Education.

My research efforts in these areas have focused mainly on pedagogy and survey of knowledge, attitude and practices of teachers and learners in the areas of Environmental Education, Climate Change Education, geographic values, practical work and physical geography. The findings from the survey studies of most of these areas showed that both learners and teachers have average knowledge but were deficient in attitude and practices. It was on this basis that the right pedagogies as suggested by literature were employed as intervention to correct the anomalies. Studies here have suggested different ways to improve teachers and learners' competences and skills in taking care of the environment, and the inculcation of culture of sustainability. Studies conducted in these areas evidently showed that students' knowledge, attitude and practices did increase as a result of the intervention and that their attitudes and practices have become positive. Findings from these studies are very useful for curriculum planning, implementation and teacher preparations.

Again, my research as a teacher educator in the areas of Social Studies and Civic Education has concentrated on character, moral and value education issues. I have conducted various studies on how Social Studies could be used to address some issues such as internet crime, environmental problems, political, leadership, governance and sexuality problems. These studies were either survey or pedagogical in nature. Survey studies which formed the base line information have shown that students had low knowledge of and attitude to moral values for the sacredness of the environment, governance and sexuality, and that they were involved in gross pollution of the environment, internet crimes, leadership flaws and the like. Intervention programmes and strategies were mounted up as prescribed by the literature to enhance learners and teachers' knowledge and attitude, and to develop in them critical thinking skills, social and life skills and competencies. Similarly, I have also researched into the area of integration of new technologies into our classrooms with a view to helping students to learn better, develop razor keen mind for objectivity, sound judgments, and to be able to compete favourably with students elsewhere. Benefits from these studies are quite clear and they are very useful for curriculum planning and teacher preparations.

XI. Major Conferences Attended with Papers Read (within the last 5 years)

1. 2011 National Conference of the Social Studies Association of Nigeria held at University of Ibadan.

**Paper Read:** Nil

2. 2012 National Conference of the Social Studies Association of Nigeria held at Obafemi Awolowo University, Ile - Ife.

**Paper Read:** Corps members' response to community development projects and perception of the goal accomplishment of the youth corps' scheme: a case for national unity.

3. Annual Conference of the Association of Nigerian Meteorological Society (NMetS) held at the University of Benin, November 5- 9, 2012

**Paper Read:** Secondary school students' knowledge of and attitude to climate change issues in Ibadan.

4. 1st Annual International Interdisciplinary Conference, AIIC, Azores, Portugal. April 24-26, 2013.

**Paper Read:** Impact of an action cyber-crime prevention programme on in-school aged children's attitude to crime prevention concepts in civic education and social studies.

5. 9th International Technology, Education and Development Conference, Madrid, Spain. March 2-4, 2015.

**Paper Read:** Effect of an environmental education intervention programme on rural women's environmental knowledge.

6. Fourteenth International Conference on New Directions in the Humanities held at University of Illinois, Chicago. U.S.A. June 8-10, 2016

**Paper Read:** Family structure and school age children's' civic competence in leadership value concepts

7. The 101th National Conference on Geographical Education held at Tampa Marriott Water side, Tampa, Florida. U.S.A. July 28-31 2016

**Paper Read:** Effects of Mentoring and Field Study Instructional Strategies on Students' Climate Change Education Practices in Some Geography Concepts in Social Studies in Lagos, Nigeria

## XII. Ten Best Publications that Reflect the Totality of my Contributions to Scholarship.

The ten publications that best reflect my contributions to scholarship and research are in the areas of Geography Education and Social Studies and Civics Education with particular emphasis on curriculum, pedagogy and emerging issues. They are as follows:

1. Amosun, P.A. (1999). An Assessment of Teachers' Preparedness to Teach Environmental Education in Ibadan, Oyo State. *African Journal of Educational Research* Vol. 5. 2:54-64. (Nigeria).
2. Amosun, P. A. (2009). What Does Geography Teach and What do Students Learn? *Journal of Applied Education and Vocational Research* Vol. 6. No 2: 172- 182. (Nigeria).
3. **Amosun, P.A.** and Ige, O.A. (2009). Internet Crime: A New Breed of Crime among in-school Aged Children in Nigeria. *The African Symposium: Journal of the African Educational Research Network* Vol.9. No 2: 90-98. (U.S.A.)
4. **Amosun P.A.** and Falade D.A. (2010): Integrating HIV/AIDS Concepts into Informal Civic Education Programme in Africa: A Participatory Approach. *African Journal for Contemporary Issues in Education* Vol. 5. No. 2: 107 – 110. (Ghana)
5. **Amosun P.A** and Ayo – Vaughan, A.F(2011). The Prevailing State of Leadership Values in Nigeria and Its Influence on Undergraduates' Perception of Governance. *African Journal of Educational Research* Vol. 15. 1&2: 13-19. (Nigeria)
6. Amosun, P.A. (2012). Effects of Three Group Learning Strategies on Students' achievement in mapwork. *International Journal of Applied Psychology and Human Performance* Vol. 7: 1582 – 1593. (Ghana).
7. **Amosun, P.A.**, Ige, O.A, & Choo, K.K. R. (2015). Impact Of A Participatory Cybercrime Prevention Programme On Secondary School Students' Attainment In Crime Prevention Concepts In Civic Education And Social Studies. *Education and Information Technologies* Vol. 20. Issue 3: 505-518. (USA)
8. Amosun, P.A. (April, 2016). Group Learning, Gender, Mathematical Ability and Students' Mapwork Skills. *IFE Psychologia* Vol. 24. Issue 1: 12-21. (Nigeria)
9. Amosun, P.A. (2016). Why Nigerian Geography Teachers Scarcely and Scantly Teach Map Reading and Why Students are Scared of It. *African Educational Research Journal* Vol. 4. Issue 2: 42-48 (Nigeria)
10. Ayo-Vaughan, A.F and **Amosun, P.A.** (2016). Effects of Two Modes of Active Learning Strategies on School Age Children's Civic Competence in Leadership Value Concepts in Social Studies and Civic Education. *Journal of Educational and Social Research* Vol. 6. No. 2: 213-224. (Italy)



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**Prof. P.A. Amosun,**

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**Date**